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ABSTRACT

The report evaluates and describes a series of 18 regional inservice training workshops designed for school psychologists working with visually impaired students. The project's background is described in terms of the need for school psychologists to be trained to work with the specific problems manifested by visually impaired public school students. A discussion of program planning reviews preliminary survey results. The section on program implementation materials examines regional coverage and location, psychologist, recruitment and selection, attendance, workshop content, workshop materials (including participants' lists, and displays of books, tests and teaching aids); the workshop model, network list, and project spin-offs. Evaluation information on project objectives is detailed, and it is noted that the workshops resulted in increased positive self ratings on work with visually handicapped students. Among appended information are sample agendas, lists of materials, and participant questionnaires. (CL)

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FINAL REPORT

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AMERICAN FOUNDATION FOR THE BLIND
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June, 1982

SPECIAL PROJECT: REGULAR EDUCATION INSERVICE (A SERIES OF REGIONAL WORKSHOPS FOR SCHOOL PSYCHOLOGISTS ON THE ASSESSMENT OF VISUALLY HANDICAPPED STUDENTS)

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ABSTRACT

The purpose of this project was to assist in the implementation of PL 94-142 by up-grading the quality of psychological services provided to visually impaired students, particularly in the area of assessment. To achieve this end in-service training was provided to school psychologists through 18 regional workshops on assessment of visually handicapped students. Originally each workshop was scheduled to accommodate 15 participants for a total of 270 psychologists to be trained by the end of the project. Due to the high demand for the training, this was expanded so that 445 psychologists had attended the workshops by the end of the project.

The project covered the entire United States, each workshop covering a limited region of a few states. By the end of the project all but two states, Montana and Vermont, had participated in the workshop program. The cooperation of the state departments of education was sought through the involvement of the state educational consultants for the visually handicapped so as to maximize the impact of the project.

Two publications were developed as part of the project:

1) a Model for a Workshop on Assessment of Blind and Visually Impaired Students and a companion Literature Kit

2) a National Network of School Psychologists with Knowledge of Blind and Visually Impaired Children and Youth

These publications are now available from the American Foundation for the Blind.

INTRODUCTION

The Education of All Handicapped Children Act of 1975, PL 94-142, states that every child has a right to education. To insure this right, PL 94-142 gives the Local Education Agency (LEA) the responsibility for providing the most appropriate educational services to all handicapped children within its area. The legislation requires that every handicapped child have an Individualized Education Plan (IEP). This plan must be based on an accurate and thorough assessment of the present level of the child's mental, physical and social functioning. It includes long term goals for the child, short term learning objectives, the special services he or she will need, and a recommendation about how fully he/she can participate in the regular school program.

The School Psychologist

The role of the psychologist in this process is crucial. Appropriate assessment is a prerequisite to teaching in order to facilitate learning, capitalizing on the specific strengths and correcting specific deficits of each particular child. In the case of sensory impairment, such as a visual handicap, it is also imperative that assessment procedures be appropriate to the child's condition. If the child is tested in a

manner which penalizes his loss of vision, the requirements of non-discriminatory testing cannot be met. This makes it necessary for the school psychologist to have an adequate knowledge of instruments and techniques which can be used with children who have various degrees and types of visual impairment and of the effects of visual loss on various aspects of development.

The Population

Statistics on prevalence of blindness and visual impairment are notoriously inadequate. However, the following data suggest the nature and extent of the problem.

The American Printing House for the Blind (A.P.H.) is the source of most braille and large print books for public and private schools. Currently A.P.H. reports that there are approximately 30,000 legally blind children in community and residential schools.

The Bureau of Education for the Handicapped reported that in the school year 1977-1978, 44,608 children received special services related to visual impairment under PL 89-313 and PL 94-142.

There is a general belief in the field of education of the visually handicapped that about 50% of visually impaired children have additional handicaps. Janet Klineman (1975)*

* Klineman, Janet "Hidden Abilities Discovered Among Multiply Handicapped Blind Children" Education of the Visually Handicapped 1975, 7, 90-96.

cites the following reasons why an increasing proportion of visually handicapped children present additional impairments:

> "--prenatal causes of blindness, many of which not only affect the eye but also cause additional abnormalities, have increased, while other causes such as infectious diseases and accidents many of which affect only the eyes--have decreased ---; due to advancements in medicine, many more high risk babies are surviving; often they have multiple disabilities. Lowenfeld (1971) predicted that for many years to come, comparatively large numbers of multiply handicapped blind children will need educational facilities and psychological services geared to their special needs".

The magnitude of the problems presented by these children, who require intensive and highly specialized services, is compounded by the fact that they are a geographically scattered population. Furthermore, they must remain so scattered if the goals of maintaining them in their homes whenever feasible and in the least restrictive environment possible are to be met.

At the other extreme there is a population of children with visual problems which affect their learning but whose difficulties may not have been identified as visual impairment. It is important for the school psychologist to be aware of this source of learning problems and of remedial measures which can assist the child in coping with them. It is estimated by B.E.H. that one school age child per thousand has a visual impairment of sufficient magnitude to require special educational services from a teacher of the visually handicapped.

The Need for Knowledge

The American Foundation for the Blind had long been aware of the need of psychologists in various settings for information on instruments and techniques for evaluating visually handicapped persons. It had endeavored to meet this need by answering personal requests by mail and telephone, by compilation of bibliographies and through publications, meetings and workshops.

In 1974, in response to a mounting demand in this area Dr. Susan J. Spungin, then Education Specialist of AFB, organized the first three workshops for school psychologists on assessment of the visually handicapped. In the same year a committee was set up on providing the needed information through publications. Dr. Scholl and Mr. Schnur were already at work on their manual Measures of Psychological Vocational and Educational Functioning in the Blind and Visually Handicapped to be published by AFB. A special issue of the New Outlook on "Assessment and the Blind" was planned with Z.S. Jastrzembska as guest editor and a companion issue of Education of the Visually Handicapped was undertaken by the Association for the Education of the Visually Handicapped. The two journal issues appeared in October 1975 and the Scholl and Schnur manual in 1976. Also in 1976 two more workshops for school psychologists were organized by Dr. Spungin.

By 1976, however, due to PL 94-142, the search for information had been joined by the staffs of Local Education Agencies. During the following two years AFB was flooded with inquiries. It has taken a number of measures to answer these, both individually and through the production of publications and other materials for general distribution. Among these "Good Start" the Multimedia Package on Visual Handicap for Preservice and Inservice Training in Local Education Agencies, provides basic information for public school personnel and parents of the visually handicapped child in the regular school environment. One of the components of this package deals specifically with the role of the school psychologist. In addition the Education Specialist travelled all over the United States to conduct preservice and inservice training sessions. Even so, she had to turn down twice as many requests to conduct these as she was able to accept.

It was evident that there was a lack of trained personnel and of training staff and facilities to meet the demands being made on the school system. It should be noted also that many of the measures listed above were designed to meet the more global needs of personnel who were dealing with visually handicapped children functioning more or less at the level of the unimpaired public school student. A more intensive and direct approach was needed to train

those who were to meet the needs of the more severely impaired visually handicapped child - whether this impairment was due to a lack of appropriate early intervention in the past or to a multiplicity of impairing conditions in addition to the visual handicap. With adequate services the condition of many of these children could be improved to the point where they could function in a regular school environment, while others could be helped to attain their maximum potential and function in a far less restrictive environment than was currently the case. In view of the major role of the school psychologist in the planning of such educational services it was crucial that his competencies be appropriate to the task. This was unlikely in most cases since the public school population had not included such children in the past. There was, therefore, an urgent need for training in this area.

The Regional Workshops

In view of the mandate of PL 94-142 and AFB's past commitment to meeting the needs of psychologists for information and training in the assessment of blind and visually handicapped children, AFB submitted a grant request in 1978 to the Bureau of Education for the Handicapped. This grant was subsequently funded as a Special Project and implemented for the period from June 1979 to May 1982. This

project of Regional Workshops for School Psychologists on Assessment of Visually Handicapped Students proposed to train 270 school psychologists through 18 workshops to be held in various locations so as to cover the entire United States. The demand for this training has been so great that despite the fact that 445 psychologists actually attended the workshops about 300 more applicants did not, mainly due to lack of space. Those who did attend the workshops were selected with a regard to providing the best possible geographic coverage and to their ability to serve as resource persons in their areas.

As part of the project and based on the experience of the Regional Workshops, a Model for a Workshop on Assessment of Blind and Visually Impaired Students has been developed and made available as a free publication by A.F.B. A listing of the participants of the Regional Workshops and of the earlier workshops sponsored by A.F.B. has been compiled into a "National Network of School Psychologists with Knowledge of Blind and Visually Impaired Children and Youth". This list also is now available from the American Foundation for the Blind.

Goals of the Project

The objective of the project was to assist in the implementation of PL 94-142 with respect to visually handicapped children through an improvement in psychological services available to them within the public school system. This was

to be accomplished through inservice training of selected school psychologists on assessment of visually handicapped students.

The workshop format was chosen because the small group, face to face, situation is particularly appropriate to the transmission of the complex clinical skills involved in this task. It also provided an opportunity for the participants to share their problems and experiences with each other and the workshop leader, a peer with long experience and extensive background knowledge in this area.

The workshop program was of necessity limited in scope and time: 18 workshops of 15 participants each to be held over a period of three years. Consequently, its specific features were designed to extend its impact beyond these limitations.

Participants were selected with the understanding that they would serve as resource persons in their area following the workshop. At the workshops extensive literature and reference material was provided to the participants, which they were authorized to reproduce for dissemination to colleagues or at any workshops or presentations they might give at a later date.

The regional nature of the program was intended to provide a nation wide distribution of workshop graduates corresponding to the scattered geographic distribution of the children to be served. It also provided contact among school psychologists within each area sharing a common professional

involvement with visually handicapped children. This facilitated subsequent cooperation in pooling resources and continuing activities at the local level.

The cooperation of state educational consultants for the visually handicapped was sought in the recruitment and selection of participants and in planning future spin-off at the local level. Many of them attended the workshops covering their states and all were provided lists of all the applicants from their own state. They were given the names of both those who attended the workshops and those who did not, as the latter represented potential candidates for training at the local level.

A list of the psychologists who attended the workshops held under this project and the earlier ones sponsored by the Foundation has been compiled state by state. It is now available from the Foundation under the title National Network of School Psychologists with Knowledge of Blind and Visually Impaired Children and Youth. This will enhance the utilization of the workshop graduates as resource persons both locally and nationally. At present one of the workshop leaders, Dr. Joan B. Chase, is engaged in creating a psychologists' workshop within the Association for Education of the Visually Handicapped and is using the Network list in recruiting members for this interest group.

The project was intended primarily as inservice train-

ing for school psychologists in the public school system. However, in a number of cases, faculty members from Departments of School Psychology at various universities expressed interest in the workshops and attended them as observers. This should result in some preservice training on assessment of the visually handicapped being provided to students of school psychology at the universities involved.

The project also provided for the development of a Model for a Workshop on Assessment of Blind and Visually Impaired Students. This publication consists of a text and a kit of materials selected from those originally provided to the workshop participants. The purpose of the Workshop Model is to provide a permanent record of the experience acquired through the program and make it available for future use. It is a resource for persons with the prerequisite expertise in work with blind and visually handicapped children to be used in organizing their own presentations.

Thus the project has aimed at promoting better psychological services for visually handicapped students through inservice training of school psychologists. It has also created lines of communication, contacts and publications designed to perpetuate and broaden the effects of the project beyond the span of the three year training program. The discussion which follows will describe in greater detail the activities undertaken to accomplish the objectives of this project.

Preliminary Survey

The Foundation had sponsored five previous workshops for school Psychologists working with blind and visually handicapped children in 1974 and 1976. The workshops were attended by over eighty psychologists and several State Vision Consultants.

A follow up of the graduates of these workshops was carried out. Letters and questionnaires were sent out to elicit their opinions on the proposed contents of the regional workshops, and on the problems of spin-off at the local level. Information was sought as to what conditions may have encouraged such spin-off in some states but not in others.

At the same time state educational consultants for the visually handicapped were also contacted to alert them to the project and enlist their cooperation. The questionnaire used in the survey of former workshop participants was included in this mailing. Thus the views of educators as well as psychologists were obtained on proposed workshop content.

The mailing was done in June 1979, the first month of the project. This was not a good time to reach school personnel and was probably responsible for a rather low rate of response. Usable questionnaires were returned by 25 out of 83 psychologists and 24 out of 61 state vision consultants. Responses to the questionnaires are summarized in Table I.

TABLE I

EVALUATION OF PROPOSED WORKSHOP CONTENTS

Responses of School Psychologists: N 25

Responses of State Vision Consultants (figures in brackets): N 24

Content Components	Crucial	Important	Marginal	Not relevant to psychologist's role	Problem not related to visual impairment
Overview of Impairment					
Types of vision loss and effects on perception and learning	11 (18)	14 (6)	1		
Differences related to age at onset	7 (9)	15 (11)	2 (4)	1	
Additional handicaps:hearing, CP,MR etc	11 (15)	10 (9)	5		
Potential problems related to vision loss and their relation to:					
Reactions of parents, siblings, peers etc. to subject's visual impairment	5 (10)	16 (9)	5 (5)		
Experiential deparivation	7 (10)	14 (12)	4		(1)
Social isolation	6 (5)	16 (12)	4 (3)		
Assessment - Areas of Evaluation					
Assessment of visual functioning	15 (12)	8 (7)	2 (2)	1 (2)	
Auditory perception	10 (6)	11 (13)	5 (4)	1	
Motor skills	9 (3)	10 (16)	7 (3)	2	
Tactual perception	10 (8)	10 (14)	6 (1)	1	
Cognitive functioning	17 (15)	7 (8)	1 (1)		
Lanuguage and communication	15 (7)	9 (12)	2 (3)	1	
Social maturity	9 (7)	15 (13)	2 (4)		
Personality and emotional problems	11 (9)	11 (13)	4 (2)		
Interests and aptitudes	5 (4)	17 (15)	4 (5)		
Vocational orientation	6 (4)	15 (15)	4 (3)	1 (2)	
Assessment - Instruments and Techniques					
Use of standard instruments	13 (15)	11 (8)	1 (1)		1
Adaptions of standard instruments	22 (20)	4 (4)			
Tests developed for use with blind and V.H.	15 (21)	10 (3)	1		
Informal assessment -observation, etc.	12 (18)	13 (6)	1		
Use of data from: family history, medical reports, etc.	1 (5)	19 (16)	3 (3)		2
Development of I.E.P.					
Translation of assessment into terms relavant to educational strategies	12 (14)	11 (8)	1	(2)	1
Cooperation of I.E.P. team in developing I.E.P.	7 (10)	9 (11)	7 (2)	2	1
Communication and raport with teachers	3 (7)	15 (13)	5 (3)		3 (1)
with parents or guardians	3 (7)	18 (14)	2 (2)		3 (1)
with the student	11 (11)	11 (11)	1 (1)		3 (1)
Consumer rights	3 (3)	3 (9)	11 (8)	5 (3)	2
Outside Resources					
Use of rehab agencies, other institutions serving the blind and community services for the benefit of V.H. students	2 (7)	17 (10)	5 (6)	2 (1)	
Awareness of career opportunities	3 (4)	13 (12)	8 (6)	2 (2)	
Familarity with college-bound programs	1 (3)	8 (9)	15 (8)	2 (4)	

There is no fundamental difference between the two groups. Differences of opinion are equally wide within each group. Out of the 30 questions the majority of responses in both groups coincided in 21. There was a difference in the majority responses in only 6 questions. In the remaining 3 questions an equally high number of persons in one of the groups gave two different responses so no majority response could be identified.

The high degree of agreement between the two groups when the responses are summated is particularly interesting in view of quite a wide variation between individual members of each group. A possible interpretation of these results might be that as a group the respondents are dealing with the same population of visually handicapped children and are operating from the same fund of knowledge about their needs, characteristics and problems as students. Hence the similarities in the responses of the two groups as a whole. However, there are wide variations in the role of the school psychologist in different states. Many of the considerable variation among individual responses among both the psychologists and the State Vision Consultants are probably due to those differences in how the role of the school psychologist is defined in the particular context in which the respondent is functioning. The summary of the responses to the questionnaire and a compilation of comments made by the respondents

was provided to the workshop leaders, to the consultants on evaluation and the National Advisory Committee. This material was used in the development of the contents of the workshops and of the questionnaires used in the evaluation of the project.

Extending the impact of the workshops through continuing activity at the local level was the other problem the survey attempted to investigate. The response on this issue was disappointing. Only two psychologists responded describing their own activities following the workshop they attended and offering their cooperation. They did not, however, make any comments or suggestions of an organizational nature as to the ways and means of achieving the desired results. Although the survey did not produce any positive guidelines on this issue, it underscored a fundamental problem to be overcome if the goals of the project were to be achieved. Psychologists were not administrators and could not be expected to become involved in administrative problems. They were oriented towards improving their own skills and performing their tasks more adequately. They would be willing to conduct local workshops and share their expertise with colleagues. However, they could not be expected to provide the organizational framework for such activities. Cooperation with State Vision Consultants and other features of the project were already directed to that end. However the

prominence of these concerns was heightened by the survey.

National Advisory Committee

The National Advisory Committee was comprised of Mary K. Bauman, Nevil Interagency Referral Service, Saul Freedman. Ph.D., Center for Independent Living, W. Buck Schrotberger, Colorado Instructional Materials Center for the Visually Handicapped, Rosanne K. Silberman, Ed.D., Hunter College and Rose-Marie Swallow, Ed.D., California State University, Los Angeles. The Committee met on September 6, 1979 with the project staff and the two workshop leaders, Joan B. Chase, Ed.D. and John L. Morse, Ed.D. They consulted with the staff and workshop leaders regarding the workshop contents, selection of participants, workshop materials and the evaluation questionnaire.

The Committee expressed the desire to meet again at the beginning of the second year to review the first year achievements and discuss plans and possible changes for the second year workshops. The meeting was held in Boston on June 24, 1980.

IMPLEMENTATION

The Regional Workshops

Six workshops were held during each of the three years of the project, giving a total of 18 for the entire program. In every annual series one workshop was held in each of the six regions served by the Regional Consultants of the American Foundation for the Blind. Over the three years of the project at least one workshop was held in each of the ten Federal regions. The workshops were held on three consecutive days and accommodated 15 funded particpants and some additional trainees admitted as observers. Two workshop leaders, Dr. Joan B. Chase and Dr. John L. Morse led three workshops each every year. Both were highly qualified psychologists with extensive experiece in working with visually handicapped children.

Regional Coverage and Location

In addition to providing intensive training to a selected group of school psychologists, it was a goal of the project to have a more extensive impact on services to the visually handicapped within the public school system through continued activites at the local level. It was felt that this would develop more readilyif the area covered by each workshop were restricted to a few states within each region, and the participants and State Vision Consultants from each state

were drawn together at one single workshop.

With this in mind a few states were selected to comprise the area to be covered by each workshop. The chart on p. 20 indicates the resulting distribution.

A number of factors were taken into consideration in selecting the states to be included at specific workshops and some difficulties were encountered. Contiguity and accessibility, i.e., geographic factors, were one criterion. Another was population. The states covered in each workshop were grouped as far as possible in such a way as to avoid a drastic inbalance in the size of populations being served by the school systems involved. The National Society for the Prevention of Blindness has compiled state by state figures on children with vision problems for 1976. These figures were used as a very rough guide suggesting not the actual numbers of the population at issue for the purposes of this project, but rather their likely proportions from state to state. In addition to these geographic and demographic considerations, the selection of states was also guided by information from the American Foundation for the Blind Regional Consultants on what may be termed regional cultural factors. This involved compatibility on the one hand and on the other the suggestion that some states with rather poor services might profit by being exposed to interaction with participants from a state that had very highly

DISTRIBUTION CHART

Workshop Locations, States Covered and Numbers of Trainees

(Bracketed figures are in thousands, rounded off to the nearest thousand, and are taken from NSPB, Children With Vision Problems, 1976. The assumption was that the population of concern to the program was in rough proportion to the NSPB figures so that they could be used as a guide in seeking to balance population size covered by each workshop.)

	YEAR I				YEAR II				YEAR III			
REGION I	2 Boston Nov.7-9,'79		*School Psych. Trainees	Total Nos. Trained	12 Manchester Apr.7-9,'81		*School Psych. Trainees	Total Nos. Trained	16 Newark Dec.7-9,'81		*School Psych. Trainees	Total Nos. Trained
	Massachusetts	(340)	10	11	Vermont	(28)	0	0	New Jersey	(436)	15	15
	Connecticut	(187)	6	6	Maine	(66)	2	2	(New York)	( )	10	19
	Rhode Island	(51)	4	4	New Hampshire	(48)	9	10		(?)	25	34
		(578)	20	21	New York	(1,019)	8	19				
							19	31				
					Downstate N.Y. overflow to Newark meeting							
REGION II	5 Pittsburgh Mar.4-6,'80				7 Washington Oct.1-3,'80				18 Louisville May 12-14,'82			
	Pennsylvania	(673)	18	18	D.C.	(37)	3	3	Kentucky	(189)	13	13
	West Virginia	(103)	10	10	Maryland	(25[illegible]	11	11	Ohio	(638)	12	12
		(776)	28	28	Delaware	(37)	5	5		(827)	25	25
					Virginia	(296)	7	7				
						(621)	26	26				
REGION III	6 Chicago Mar.18-20,'80				8 St.Louis Nov.5-7,'80				15 St.Paul Nov.16-18,'81			
	Indiana	(329)	10	10	Missouri	(274)	2	2	Minnesota	(243)	16	16
	Michigan	(568)	12	12	Iowa	(189)	13	13	Wisconsin	(285)	10	10
	Illinois	(665)	13	19	Arkansas	(118)	3	3		(528)	26	26
		(?)	35	41	(Illinois)	( )	7	19				
	Downstate Illinois overflow to St.Louis meeting					(?)	24	37				

*This number represents only those trained who were working as school psychologists in public schools serving visually handicapped children.

(Continued next page)

DISTRIBUTION CHART

(continued)

	YEAR I				YEAR II				YEAR III			
REGION IV	3 Atlanta Dec.11-13,'79		*School Psych. Trainees	Total Nos. Trained	9 Tallahassee Dec.9-11,'80		*School Psych. Trainees	Total Nos. Trained	13 Nashville Oct.5-7,'81		*School Psych. Trainees	Total Nos. Trained
	Georgia	(289)	8	9	Florida	(421)	15	15	Tennessee	(229)	19	19
	South Carolina	(168)	7	7	Louisiana	(251)	5	5	North Carolina	(307)	5	5
	Mississippi	(143)	3	3	Puerto Rico	(196)	1	1	Alabama	(202)	5	5
		(600)	18	19	Virgin Is.	(8)	0	0		(738)	29	29
						(994)	21	21				
REGION V	1 Denver Oct.23-25,'79				11 Dallas Feb.2-4,'81				17 Cheyenne Apr.19-21,'82			
	Colorado	(151)	11	11	Texas	(732)	23	23	Wyoming	(23)	3	3
	Kansas	(119)	9	9	Oklahoma	(150)	7	7	Montana	(44)	0	0
	New Mexico	(71)	1	1		(882)	30	30	North Dakota	(35)	1	1
		(341)	21	21					South Dakota	(41)	1	1
									Nebraska	(89)	10	10
										(232)	15	15
REGION VI	4 Monterey Feb.5-7,'80				10 Tucson Jan.28-30,'81				14 Seattle Nov.11-13,'81			
	Hawaii	(53)	2	2	Arizona	(136)	19	19	Washington	(205)	17	17
	Guam	(?)	0	0	Nevada	(48)	2	2	Alaska	(22)	3	3
	California	(1204)	22	22	(California)	(?)	2	22	Idaho	(51)	2	2
		(?)	24	24		(?)	23	43	Utah	(78)	5	5
									Oregon	(125)	9	9
										(481)	36	36

Southern California overflow to Tucson meeting

*This number represents only those trained who were working as school psychologists in public schools serving visually handicapped children.

develcped services for the visually handicapped.

Three problem areas were encountered: California and New York with their extremely large populations and the combination of states, Illinois, Indiana and Michigan, that geographically belonged at the Chicago workshop but again presented a disproportionately large population. This problem was resolved by accommodating some participants from each of these areas at a subsequent workshop not far removed from their geographic area. In the distribution chart these are listed as "overflow from . . ."

The Distribution Chart also shows the number of trainees from each state. This will be discussed further in the section on selection of participants.

Recruitment

Three main avenues of recruitment were used. Membership lists were purchased from Division 16 (School Psychology) of the American Psychological Association and from the National Association of School Psychologists for the states covered during each year of the Project. Remarkably little overlap was found between the two. Letters were also sent to the appropriate state educational consultants for the visually handicapped requesting their cooperation in recruitment and selection of workshop participants and inviting them to attend the workshop in their region. They were asked to submit lists of educational units or individuals to whom announcements of the workshops should be sent. Flyers announcing the workshops

were sent out on the basis of these three sources of potential applicants. Some applications were also received from individuals who had become aware of the workshop program from various publications or by word of mouth.

Selection of Participants

The workshops were aimed at certified public school psychologists (minimum academic requirent M.A. in psychology) and this was the basic criterion for admission as a participant in most cases. However, adequate geographic coverage was also an aim of the project and this necessitated some flexibility to fit in with local conditions in some states. It was the assumption of this project that psychological assessment of visually handicapped students would be done by school psychologists but this was not the case in every state. In some states, psychologists working in other settings such as vocational rehabilitation, universities or private practice were used by the local school systems. Under these circumstances qualified psychologists who were regularly used by the school system for assessment and other services to visually handicapped students were accepted whether they were actually working in the schools or were brought in as outside consultants. In New Mexico, educational diagnosticians are responsible for the evaluation of students for special education services and in Texas they provide assess-

ments jointly with school psychologists. Consequently educational diagnosticians from these two states were admitted to the workshops on a par with psychologists. These modifications were always made in consultations with the state educational consultants for the visually handicapped.

The number of applications received invariably exceeded the 15 participant positions assigned for each workshop under the terms of the grant. Also, applications were received from some psychologists who did not qualify as participants under the terms of eligibility but whose participation would clearly promote the broader goals of the project, that is improvement of psychological services to visually handicapped students. Most of these were faculty members from departments of school psychology or special education, a few were graduate students and some were psychologists in other settings dealing with visually handicapped children. To increase the number of trainees at the workshops and to accommodate some of these special cases a limited number of additional persons were admitted to the workshops as observers. Observers participated in the workshops on a par with the regular participant, but did not receive a stipend and received the kit of materials provided at the workshop at cost ($20.00) as only 15 kits were covered by the project funds for each workshop.

The final selection of participants was made in consultation with the state educational consultants for the visually

handicapped whenever possible. In the vast majority of states the consultants took a very active role in the selection of participants, in some cases submitting their own slate of participants chosen for their key positions and ability to serve as resource persons and provide in-service training to other peronnel. Their wishes were adhered to as much as space at the workshops allowed.

As far as the 15 participant positions were concerned space was allotted in proportion to the relative population distribution among the states assigned to a given workshop. The only exceptions occurred if fewer applications were received from a given state than the number of participant positions allotted to it. Observer positions were generally allotted on a first-come, first-served basis.

Attendance

A total of 445 psychologists and educational diagnosticians attended the workshops. A few other professionals such as teachers, counselors and state vision consultants also attended as observers. However, they are not included in the Network List nor in the numbers of trainees.

The Distribution Chart on p.20 shows the number of trainees from each state. It is obvious that, although a proportional distribution was aimed at, some states were much more heavily represented than others. This was largely due to the presence of observers. In most cases the states in which

a workshop was held had the largest participation. Out of state travel was frequently a problem for applicants from other states, especially during the third year of the project, when local funds were more limited. Observers who received no financial support from the project, were most affected by this. Only two states, Vermont and Montana were not represented at all. No applications were received from Vermont. Two applicants from Montana were accepted but did not attend.

It might be noted that while there are some inbalances in the distribution of trainees these are far smaller than the enormous differences among the states in the number of applications sent in. These seemed to reflect for the most part great differences among states in the level of services for visually handicapped students, or of psychological services for students in general. Another factor was the degree of interest in and support for services to the visually handicapped at state departments of education.

Workshop Content

The workshop content was developed primarily by the two workshop leaders in cooperation with each other and the project coordinator. Modifications were introduced as the project progressed, based in part on comments from workshop participants. During the first two years

of the project part of the last session of each workshop, chaired by the coordinator, was used to discuss the workshop. The criticisms and suggestions of the participants were extremely helpful in optimizing the contents and presentation.

While the workshop leaders used materials based on their own experience and interests the contents and format of their workshops were essentially very similar. What follows is a general description and discussion of the contents. Emphasis and order of presentation may have varied from one workshop to another. It should also be mentioned that the questionnaires filled out by participants were made available to the workshop leaders prior to each workshop. This gave them an idea of the needs and interests of the particular group they would be dealing with and prompted some ad hoc adjustments to meet them. Two sample agendas from the last year are included as Appendices I and II.

The purpose of the workshop was to enable school psychologists to perform their functions effectively with blind or visually handicapped students. The focus was on assessment but other functions were covered also. These included translating the results of assessment into educational terms, particularly the I.E.P., counseling, work with families of blind or visually handicapped

students and use of resources both within and outside the school system for their benefit.

It was felt that before assessment per se could be discussed, an understanding of various aspects of vision loss had to be provided. Several distinct areas of this topic were covered.

One of these was an overview of attitudes to the loss of vision on the part of society at large, parents and various significant others, the child himself and last but not least the psychologists themselves. The film "What Do You Do When You See a Blind Person"? was used at this juncture.

Another area was the various types of visual impairments, their etiologies, the nature of remaining vision, if any, concomitant impairments, prognosis and educational implications. The film "Not Without Sight" was shown and assessment of functional vision, particularly near vision, was discussed. During the first year, Dr. Morse added the use of a simulation kit to the workshop activities. This enabled the participants to experience some of the perceptional aspects of various kinds of vision loss. When done in a structured fashion, with specific tasks being assigned to the participants, it was a very effective exercise and was used by both workshop leaders for the remainder of the project.

The third major area was the effect of visual impairment on development. The bulk of research material available is on the effects of total congenital blindness. While this along with normal child development provided a basis for discussion, effects of different kinds and levels of vision loss and age at onset were included as well as multiple handicaps. The areas of development covered included cognitive development, social maturity, language development, self-concept and body image. Factors affecting development in addition to sensory impairment included parental reaction, possible social isolation and experiential deprivation.

Finally, an overview of educational services for the visually handicapped provided both a context for the role of the school psychologist and information on the variety of services, teaching techniques and materials and devices which have been developed to facilitate the education of visually handicapped students. The film "No Two Alike", dealing with mainstreaming visually handicapped and blind students into the regular school system,was shown. In addition a videotape presentation by Dr. Susan Jay Spungin on education of the visually handicapped was developed and used with the second and third year workshops. This provided a more in-depth treatment of some aspects of the subject.

Assessment was the central issue of the workshop and the entire second day was devoted to it. There

was a discussion of general problems of assessment of handicapped and more particularly visually handicapped persons. This included the advantages and disadvantages of using standard tests and tests specifically developed for the visually handicappped, the question of modification of testing procedures when standard tests are used and of the problem of the meaning of test scores when obtained under such modified conditions or for tests developed in reference to a visually handicapped population only.

Review of various assessment instruments and techniques was one of the key concerns of the participants and was given extensive attention. These included standard tests such as the Wechsler, the Leiter, and the Bender and tests developed for use with the blind and visually handicapped such as the Perkins-Binet, the Blind Learning Aptitude Test, the Tactile Test of Basic Concepts (analog to the Boehm), the Haptic Intelligence Scale for Adult Blind and the Maxfield-Buchholz Social Maturity Scale. The strengths and weaknesses of each test when used with the visually handicapped was discussed as well as adaptations which could be made for such use and their consequences in terms of the meaningfulness of test results.

Examples of assessment procedures with children of various ages, types and degrees of vision loss, levels of functioning and with and without additional handicaps were

provided by means of videotapes. The videotape, along with compatible case reports, were provided by both workshop leaders, who had familiarized themselves with each other's material so that the full set was used by both. The use of videotapes was intended to provide the nearest approximation to actual experience with visually handicapped children. Initially this was not very successful. Many participants complained about the length of the tapes in relation to the concepts illustrated. As a result the tapes were edited after the first three workshops to approximately half their original length. Also, as the project progressed, the workshop leaders developed a much richer repertoire of comments to the tapes. This provided sufficient guidance to enable the participants to perceive the significant material in the video sequences more fully. The participants also frequently commented that they wanted actual hands on experience. While this was not feasible within the conditions of our workshops, it suggested that part of the problem with the use of the videotapes was the entirely passive role of the participants in this kind of presentation. To remedy this both workshop leaders developed referral data on four children...This material was used by the participants in small group sessions to develop assessment strategies and recommendations for these sample cases. Their work was then reported and discussed in a joint session by all the participants and the workshop

leader. This activity provided an exercise in relating the information acquired at the workshop to specific cases and individual problems.

The topic of the role of the psychologists in the development of the I.E.P. evolved into a group discussion in some workshops. Much of the material relevant to education was covered during the first day, and educational recommendations were discussed in the context of the small group activity. As discrete topics, this and vocational assessment and counseling were covered more briefly than other components of the workshop. The former was a theme that ran through much of the discussion of other topics as the educational implications of various visual impairments in the discussion of vision loss, the discussion of assessment and interpretation of test scores, etc. The latter, vocational or career planning, is not usually part of the school psychologist's role. However, the question of the student's future beyond the confines of the school system was discussed, particularly in relation to assessment of overall functioning, independence and counseling of students and their families.

In the session on counseling the workshop leaders discussed work with families, including group sessions and work with siblings of handicapped children as well as counseling of visually handicapped students themselves. Those aspects of counseling were discussed which were related to visual

impairments and its effects. These included the reactions to child's impairment by the family and significant others as well as by the child himself/herself and the possible social isolation and experiential deprivation resulting from visual impairment.

The last session of each workshop was chaired by the project coordinator. This had originally been intended as a planning session at which local level spin-off from the workshop was to be discussed with the participants, the state vision consultants for the states covered by a given workshop, and the Regional Consultant of the Foundation. While some such discussions did take place, it soon became evident that this was not an effective venue for such planning. Often the administrators were unable to attend. Furthermore, many had already formulated their own plans, while others were not able or committed to developing them at that point. During the first two years of the project this session was used to discuss the workshops. Comments, criticisms and suggestions were solicited and used in modifying subsequent workshops. There was also some discussion of the workshop model and how this publication could best meet the needs of potential workshop leaders. The project coordinator also reviewed the personnel and resources at the Foundation which were likely to be useful to the participants in their work with visually handicapped students. During the last year of the project the discussion of the

workshops was dropped as no longer useful since the project was coming to an end. The available time was used for an additional presentation. These varied from one workshop to another and were devoted to educational and/or vocational and life planning issues. All the speakers were professionals involved with the field of blindness in various capacities and three were themselves blind.

A social hour was provided at the end of the first day of each workshop. This gave the participants an opportunity to become acquainted at the outset and to explore mutual interests in a more informal manner, outside of the workshop. Many commented favorably on this arrangement.

Workshop Materials - Participants' Kits

A packet of materials was provided to the workshop participants. It consisted of some background literature and handouts to be used at the workshop. The original plan was to mail out the background literature to the participants prior to the workshop. However, problems of time and cost and last minute changes in attendance made this impractical. Consequently, the participants received all the materials at the workshop. During the first year a problem arose with the extra trainees admitted as observers. Some shared packets with participants, others received the reprints but not the priced publications and some sent in requests following the workshops and were sent the reprints and information on the priced publications. From the second year of the project on, the observers were informed that complete packets would be available at cost ($20.00)

for purchase at the workshop. This eliminated confusion without creating extra costs which were not covered by the budget.

During the first year of the project the materials provided to the participants varied somewhat from one workshop to the next as some items were added during the course of the year and a few ran out and were not replaced. During the first year, a list of materials in their kits was sent to the participants after the workshops for evaluation. A revised kit was assembled on the basis of their comments and of a search for materials which would cover some topics more adequately. The list of materials which finally emerged is provided in Appendix III.

Workshop Materials - Display

During each workshop, books, tests and some teaching aids for visually handicapped, were on display. These materials were discussed by the workshop leaders and in Dr. Spungin's videotape presentation. Breaks during the workshop allowed the participants to examine the displays appropriate to the topics under discussion.

In selecting the literature for the participants' kits, the criteria used were relevance to the psychologist's role, especially assessment, manageable length, and cost. The display of literature included publications which were not suitable for the participants' kits but were considered of

interest to some or all the participants. Some of these were simply too costly. There were also major publications of interest to those participants who might be interested in following up the workshop with in-depth study of visual impairment. Some gave a broader overview of blindness in general. Others were additional material on special topics; career education, sex education, low vision, motor development, education, etc. Finally some were included as information on available resources.

Essentially, the display of literature was intended to provide an amplification on the material in the participants' kits. Where the kits provided a basic minimum of materials in concise form, the display presented additional literature which the participants could examine and later procure on their own if they wished. (Appendix IV).

The tests displayed at the workshops are listed in Appendix IV also. Most were from a collection accumulated at the Foundation. The Perkins-Binet was loaned to the project by Mr. Charles Woodcock, starting with the second year. The workshop leaders also had some materials of their own which they brought to the workshops.

Workshop Model

The experience accumulated in developing and presenting the workshops during the project has been compiled into a Model for a Workshop on Assessment of Blind and Visually

Impaired Students. Two problems were seen by the project staff and National Advisory Committee in doing this.

The first concerned the advisability of doing so at all, as some felt this might encourage persons with insufficient knowledge to present such workshops and result in a lowering of quality. To counter this the introduction clearly states that "The Model is intended as a resource for persons with the prerequisite expertise and experience in work with blind and visually handicapped children who may wish to use it as an aid in organizing their own presentation". The same formula has been used in announcing the availability of the Model to the graduates of the regional workshop program.

The second problem was that the material should be presented in such a way that it could be used in developing different workshop formats, particularly shorter workshops. Since all the project workshops were of the same length, such alternative formats could not be presented with the same authority of experience. Consequently the Model describes the contents of the workshops as they were held, in discrete segments, and gives the rationale for their inclusion in such a way that portions may be omitted or emphasis shifted in relation to the user's requirements. In addition, each segment of the content is followed by a list of materials pertinent to it, so that adaptations of content can be matched to selection of materials.

The Model contains a description of the workshop contents, a chapter on the workshop materials, a complete list of sources of the materials used, a chapter by Dr. Morse describing activities best suited for the simulation of visual conditions and a postscript presenting some data from Dr. David W. Alford's dissertation "Knowledge Needed and Possessed by School Psychologists in the Psychoeducational Assessment of Visually Impaired Children as Perceived by School Psychologists and Teachers of Visually Impaired Children". Appended are sample agendas and complete lists of the materials used at the workshops both in participants' kits and on display.

A collection of reprints and handouts was selected from the original participants' kit and compiled into a Literature Kit to accompany the Model. Users of the Model are authorized to reproduce any of the materials in the Literature Kit for distribution at any workshop based on the Model, provided they do so without charge or at the cost of reproduction.

Network List

A list of all the psychologists who attended the project workshops and the five earlier workshops sponsored by the Foundation has been compiled state by state into a "National Network of School Psychologists with Knowledge of Blind and Visually Impaired Children and Youth". This

publication will be available from the Foundation and will be updated periodically.

At the time of the first update, a brief questionnaire will be sent out to determine the particular areas of expertise, if any, of each psychologist, e.g., retarded, deaf-blind, infants etc. This information will be added to their names on the Network lists. This should greatly enhance its value as a resource.

Spin-off, Concurrent and Future

The goal of the project was not only to provide training to a number of school psychologists but also to achieve a ripple effect locally by having the workshop trainees serve as resource persons and provide training to colleagues and other professionals.

As already mentioned in the section on recruitment, the selection of workshop participants was made in most cases in close cooperation with the state educational consultants for the visually handicapped. The main criterion for selection was the ability of the applicant to fulfil these roles based on personal ability, geographic location and position within the school system. In Texas the Director of Services for the Visually Handicapped and his staff not only cooperated with the project coordinator in selecting the workshop participants but also followed up the workshop with a practicum for the workshop graduates at the Texas School for the Blind

Following each workshop lists of workshop graduates

were sent to the state educational consultants and to any applicants who had been unable to attend to promote the use of the trainees as resource persons. In addition, lists of the applicants who had not attended the workshop were sent to the state educational consultant from their states with the suggestion that they were prime candidates for local level training.

While the project staff was not involved in the local acitivities following the workshops, there are indications that the goal of a local level spin-off was in fact fulfilled. During the first year of the project a few of the workshop graduates volunteered the information that they had done in-service training or made other presentations as a result of the workshops. This demonstrated that a question on the subject should have been included in the post workshop questionnaire. It was therefore added for the second and third years. As a result, it was found that over 60% of the respondents had in fact done in-service training or made other presentations, or both. In addition, a number of respondents who had not done so, indicated that they were planning such activities in the future. Many also mentioned that they were sharing the materials from their packets with psychologists and other professionals.

Lists of workshop graduates and of applicants who did not attend were also forwarded to the Foundation's Department of Publication. They were to be included in their mailing

list so that contacts established with psychologists interested in the visually handicapped would be maintained.

During the three years of the project the two workshop leaders received a number of requests to present similar workshops under the sponsorship of various school systems. As a result Dr. Chase gave two additional workshops, one in Pennsylvania and one in West Virginia, and Dr. Morse gave three, one in Texas and two in Maine. The audio-visual materials and exhibits used at the project workshops were loaned for these additional workshops and selected materials from the participants' kits were reproduced by the sponsors and provided to the trainees. This further extended the number of psychologists benefiting from the project.

Dr. Chase is at present organizing a special interest group for school psychologists within the Association for Education of the Visually Handicapped. Announcements inviting their participation are being sent to all the workshop graduates on the basis of the National Network list. The existence of such a group will be conductive to maintaining their interest in the visually handicapped, maintaining contacts and continuing to develop their professional competence in this field.

The Foundation will maintain its interest in providing training to school psychologists. It has been decided to

keep the collection of display materials developed for the project for future use. These materials and the Model for a Workshop on Assessment of Blind and Visually Impaired Students and the Literature Kit will make it possible to cooperate with interested school authorities in organizing training for psychologists and other appropriate personnel. One such project is already in the making with the assistance of one of the Foundation's Regional Consultant and the National Consultant in Education, Dr. Dena Gruman, who will be in charge of any future activities related to the project. A paper on the project will also be submitted to the School Psychology Digest, published by the National Association of School Psychologists.

Pre workshop data has been collected for all of the 18 workshops by means of the questionnaire devised for the evaluation of the project. Post workshop data has so far been collected on 16 workshops. The last two were held too close to the end of the project to allow the collecting and processing of post workshop questionnaires. However, because the questionnaires represent a wealth of data on psychologists working with visually handicapped students, Dr. Chase has expressed the desire to analyze this material more extensively. Because of this, post workshop questionnaires will be sent to the participants of the last two workshops by the Foundation. The complete data on the total trainee population will then be provided to Dr. Chase for her own study.

SUMMARY

The project has been eminently successful mainly because it met a need intensely felt by those concerned with the education of visually handicapped children, both educators and psychologists. The original aim of providing training to 270 school psychologists was overreached as 445 actually attended the workshops. It was also very gratifying that the enthusiasm of the applicants at the prospect of receiving this kind of training was generally matched by the satisfaction of the workshop participants with what was actually provided. Many commented that this had been one of the best workshops they had ever attended. At the same time, many expressed the desire for further training either in areas of their particular involvement or in assessment with actual hands on experience. The Foundation remains cognizant of this need for additional training as well as of the continuing need for the kind of work shop the project provided, as witnessed by the several hundred applicants who could not be accommodated.

The regional nature of the workshop project has largely achieved its goal of providing a complete coverage of the United States. Only two states, Montana and Vermont, failed to participate and numerical representation of the various states generally approximated the population densities involved.

The published material resulting from the project should help to perpetuate its effects. The Model for a Workshop on Assessment of Blind and Visually Impaired Students and the companion Literature Kit is a resource that will facilitate future training efforts. The National Network of School Psychologists with Knowledge of Blind and Visually Impaired Children and Youth provides a state by state listing of all the workshop graduates. It will not only facilitate their utilization as resource persons but will promote continuing contacts and involvement with the field of work with the blind and visually impaired.

Evaluation of Workshops for School Psychologists

Prepared by Jaclyn Packer, Research Associate and Corinne Kirchner, Director of the Social Research Department

I. Objectives

The objective of the evaluation research was to measure the short-term (i.e., 1-2 months after training) effects of 18 training workshops for school psychologists on their competence to work with blind/visually handicapped children, as assessed by the trainees themselves. Essentially this is a measure of self-confidence in carrying out the professional roles of school psychologists. The study design assumes that competence is largely dependent on self-confidence, and that self-confidence in turn can be increased through the features the workshops were designed to impart: (a) objective knowledge and (b) subjective commitments and experiences gained through personal contacts with other professionals. The research objective, as just defined, was selected in terms of feasibility, given the time and money constraints of the project.

The current report presents summary findings from a preliminary analysis of "before-after" workshop questionnaire data. Further analysis is underway, with plans to disseminate findings of interest to the fields of (a) school psychology and (b) education of the visually handicapped.

II. Study Design; Data Collection and Analysis

A. Study design and data collection.

Two questionnaires, mostly closed-ended, were designed for self-administration, one before and the other after each workshop (except for the "control" group, as noted below). Background questions were asked only on the "pre-test". Identical items tapping specific areas of self-confidence and level of knowledge in working with visually handicapped children (compared, in some items, with other handicapped children and with non-handicapped children), were included on both the pre- and post-tests in order to measure change. After the first year, the post-test also asked whether the trainee had carried out certain activities after the workshop. The questionnaires were given to all participants, but only those who completed both the pre- and post-tests are included in our analysis (N=260). (Because of time constraints the trainees in the 17th and 18th workshops were not sent post-tests, and they are, therefore, not included in this analysis.)

A quasi-experimental design was used. In the first year, trainees at workshops 4, 5 and 6 served as a "control" group (N=52 persons) for trainees at workshops 1, 2 and 3 (N=44 persons). Strictly speaking, this was a "comparison" rather than a "control" group since random assignment was not used. The "control group" received both versions of the questionnaire before the workshop: Time 1 was sent by mail about three weeks prior, and Time 2 was given on-site immediately before the workshop. This was intended to test for "questionnaire effect",

i.e., to determine whether responding to the questions brought about changes in the measures independently of the workshop experience.

For the remaining ten workshops which had pre- and post-tests, the design was modified in an attempt to establish "revolving controls", with a different purpose, i.e., to test for the effect of societal developments other than the workshops which might affect school psychologists in the intended ways. The plan was that the pre-test of a later workshop would coincide with the post-test of an earlier one. In practice, as shown in Chart 1, which depicts the chronology of workshops and test administrations, this plan worked out only for a few test administrations, and then only approximately (e.g., pre-test for workshop #10 was given at approximately the same time as the post-test for workshop #9.

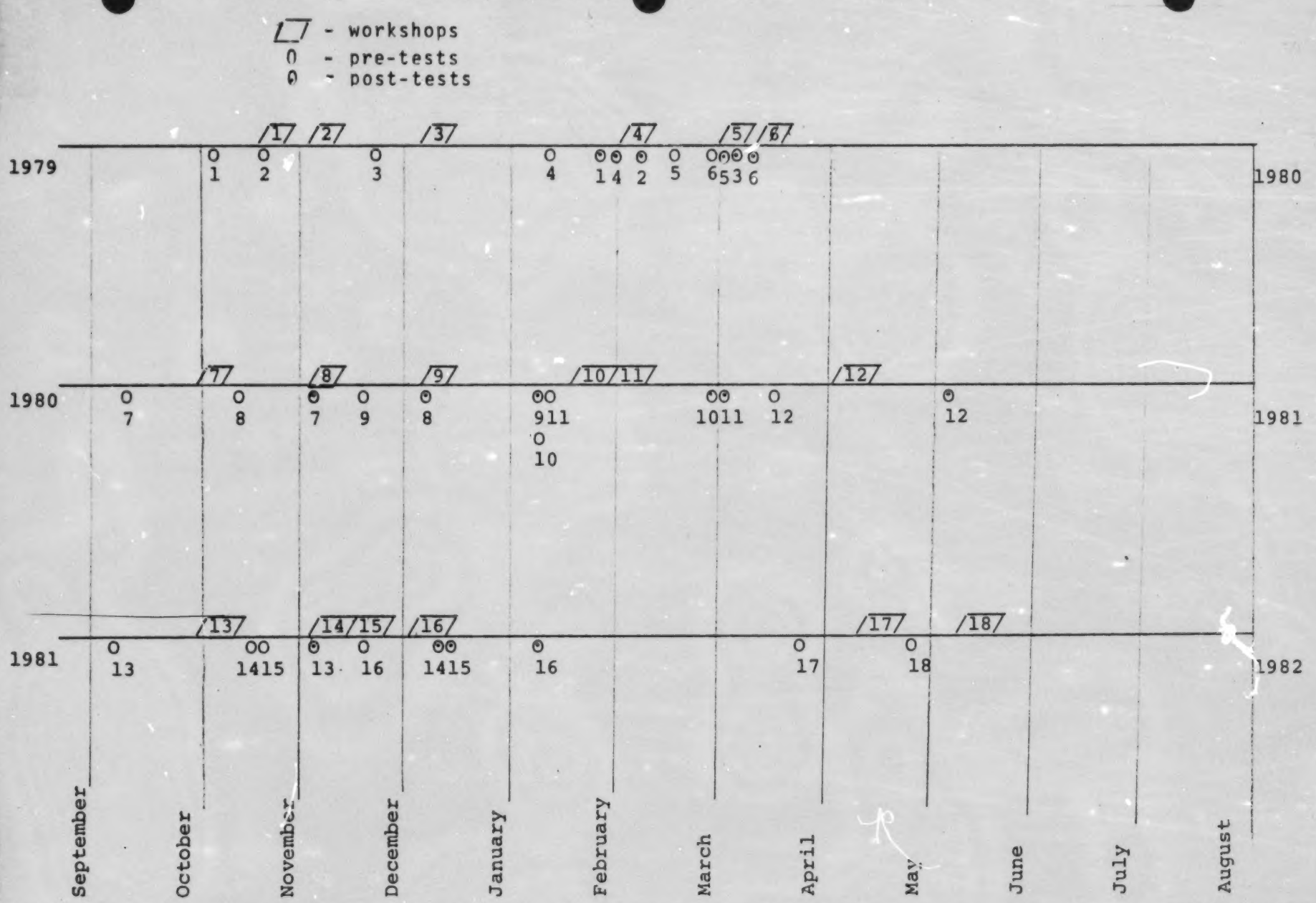
All questionnaires (except the second administration for the year 1 "controls") were distributed and returned by mail.

B. Analysis

The analysis comparing the year 1 experimental and control groups was presented in the Progress Report for year 1 and is summarized below. Analysis of the "revolving controls" is not included here; it depends on workshop-by-workshop data, currently being prepared for more detailed analysis.

This report begins with an analysis of the results for all workshops combined, and then examines the results by year. Conclusions are based on the direction and size of changes in

Chart 1. Chronology of Workshops and Administrations of Pre and Post Tests.



54 55

Note that all tests were administered by mail, except for the post-test for workshops 4, 5, and 6, which was given on site, before the workshop.

percentage distributions between the pre- and post-tests. Statistical tests of significance would not be appropriate as we are not dealing with random samples. In the text, a rule-of-thumb is followed to indicate "practical significance", such that differences of less than 10% are considered "no change"; 10-19% is a small-to-moderate change; and 20% or greater is considered a large change.

Further analysis is underway using workshop-by-workshop data. These may be combined to examine any or all of the following differences: by speaker; by inital scores; by geographic region; and other specific circumstances. We also plan to analyze pre-test ratings and pre-to-post changes in scores according to background characteristics.

Findings

A. Background

1. Experience with Handicapped Students

The number of visually handicapped students that participants had worked with in the past varied widely. At one extreme, 15% had never worked with a visually handicapped child, while at the other extreme, 24% had worked with more than twenty such students. The median for the past was six children. An even greater number were not working with a visually handicapped child at present (27%), although 18% were currently working with eleven or more. The median for the present was two children.

By comparison, when asked about their experience with physically or mentally handicapped children, only a few more participants indicated having this experience, (11% had no experience) but with a far greater number of students. More

than 25% indicated that they currently work with more than 50 of these children, (median for the present was 25 children), and 24% had worked with more than 500 in the past, (median for the past was 101 children).

2. Grade Levels

Participants did not vary greatly according to the range of grade levels with which they work. Seventy-one percent indicated that they worked with the full range of grades from either pre-school or kindergarten through twelfth grade. Thirteen percent worked with pre-school or kindergarten up to grade 7 or higher but not including twelfth grade, and the remaining 15% worked with various other ranges of grades.

3. Number of Psychologists and Students in the School District

Twenty-nine percent of the participants indicated that there are only one or two school psychologists in their local school district, while at the other extreme, 16% indicated there are more than twenty.

When asked how many students there were in the participants' local school district, 27% indicated that there were 3500 or less, while 21% indicated there were more than 35,000.

4. Roles as a School Psychologist

When asked whether five specific activities were part of the participants role as a psychologist, (Q.6) 89% said that "referral to community agencies" was part of their role, 68% indicated the same for "pre-school services", 40% for "early intervention (infant)", 35% for "vocational or career planning", and 28% for "college preparation and/or counseling". (See Table 1)

Table 1. Percentage Distribution of School Psychologists' Responses to Pre-test Q.6: "Has your role included the following?"

Roles	Does Not Apply	Not Part of Role	Is Part of Role	N*
Early Intervention (Infant)	34	26	40	(254)
Pre-School Services	11	21	68	(255)
Referral to Community Agencies	1	10	89	(256)
College Preparation and/or Counseling	23	49	28	(253)
Vocational or Career Planning	15	50	35	(253)

*Ns include "control groups", who are excluded from pre-post comparison tables.

If the activity was not part of their role, they indicated either that it "does not apply to students (they) have worked with", or that it "does apply to (their) students, but is not part of (their) role". Thirty-four percent said that early intervention did not apply; 23% said the same for college preparation; 15% for vocational or career planning; 11% for pre-school services; and 1% said that referral to community agencies did not apply to the students they have worked with.

5. Percentage of Time Spent in Specific Activities

As an additional background question, we asked participants the approximate percentage of their school-related time spent with all children on specific activities, and the percentage of time they would prefer to spend on those same activities. Many participants apparently were confused by this question, particularly the request to allocate percentages of time; therefore, we analyzed it simply according to whether they indicated that they did or preferred to do the activity at all. We found that more participants indicated that they would prefer to spend time at four activities than actually did spend time at them. Those categories were: Group Counseling, Family Counseling, Primary Preventive Consultation, and Individual Counseling. In every other category, more persons indicated that they would prefer not to spend time than actually do.

B. Comparison of Competencies in Working with Visually Handicapped, Other Handicapped and Non-Handicapped Students

Participants were asked how adequately they felt they could handle a number of situations for three types of

children: those who are visually handicapped (VH), other handicapped (OH) or non-handicapped (NH). (Q,2a-d) The results show a clear difference in self-ratings for working with the three groups on each item on the pre-test; however, the difference between the OH and the NH groups was not as marked as it was when each of those were compared with the VH.

Nearly all (98-99%) rated themselves as "very" or "quite" adequate at handling all situations for NH students. For the other handicapped, 95-98% rated themselves as "very or quite adequate". However, for the visually handicapped group, as few as 28% rated themselves adequate in one of the situations. Of the four situations covered, participants felt most comfortable "carrying on informal communication" with the visually handicapped child (92%); next in positive self-ratings was "communicating their assessment and consulting with teachers and school personnel" (59%), followed closely by "providing feedback to the child's parents" (55%). Participants felt least comfortable making an "overall assessment of the child, using both formal and informal assessment techniques" (28%).

On the post-test, there was a dramatic increase in self-ratings of adequacy in working with VH children, and a slight increase for the other handicapped and even for the non-handicapped children. Of course, participants felt so confident at the start in handling the latter two groups that it would be hard to tap whether a lot of improvement occurred for them. For item 2B (making an overall assessment of the child) there was an increase of 65% for VH

children. The relative order of the categories in terms of competence remained the same from the pre-test to the post-test. For the "control group" who took the post-test before the workshop had occurred, there was a slight but consistent negative change in feelings of adequacy for all three groups of students. We, therefore, conclude that the increased feelings of adequacy came about as a direct result of the workshop. (See Table 2)

We also examined participants' reported levels of familiarity with various resources in working with children who are handicapped, (e.g. use of national and local agencies (Q.5)) and compared answers for the visually handicapped with other handicapped children. For every item on the pre-test, participants who were familiar with these resources for other handicapped children far outnumbered those who were familiar with them for the VH children. (See Table 3) For example, 75% were familiar with vocational or career possibilities for other handicapped children, but only 10% were familiar with resources in the same area for the visually handicapped. On the post-test, participants' familiarity with these resources for the VH increased dramatically, and also increased slightly for the other handicapped. Note, however, that even with the great increase for the VH, the percentage rating themselves familiar with those resources was still not as high as for the other handicapped (except in the area of use of national resources).

C. Extent of Knowledge

Participants were asked about the extent of their knowledge in several different areas, such as "coping strategies

Table 2. Changes between Pre-test and Post-test in Percentages of School Psychologists who responded positively to Q.2: "How adequately do you feel you can handle each of the following situations" for Visually Handicapped Children compared with Other Handicapped and Non-Handicapped Children

Type of Task and Handicapped Status of Children	Pre-test % Positive	Post-test % Positive	Change
a. Informal Communication			
Visually Handicapped	92	99	+7
Other Handicapped	98	100	+2
Non-Handicapped	99	100	+1
b. Overall Assessment			
Visually Handicapped	28	93	+65
Other Handicapped	95	99	+4
Non-Handicapped	98	99	+1
c. Feedback to Parents			
Visually Handicapped	55	95	+40
Other Handicapped	96	98	+2
Non-Handicapped	99	99	0
d. Community Assessment			
Visually Handicapped	59	96	+37
Other Handicapped	96	100	+4
Non-Handicapped	99	100	+1

Note: Base Ns vary between 188 and 206, since individuals may have omitted an item.

Table 3. Changes between Pre-test and Post-test in Percentages of School Psychologists responding positively to Q.5: "How familiar are you with the following resources?"

	Handicap status					
	Visually Handicapped			Other Handicapped		
	Pre-test % Positive	Post-test % Positive	Change	Pre-test % Positive	Post-test % Positive	Change
A. Role of resource personnel	51	88	+37	94	95	+1
B. Use of National Agencies	15	80	+65	68	76	+8
C. Use of local agencies	38	78	+40	88	90	+2
D. Non-specialized Community Resources	20	58	+30	73	76	+3
E. Vocational or Career Possibilities	10	46	+36	75	77	+2
F. College-Bound Programs	6	34	+28	58	58	0

Note: Base Ns vary between 198 and 203 since individuals may have omitted an item.

available to the child, parents and teachers to compensate for vision loss" and the "implications of different types of vision loss for planning a child's education program". There was a large increase in every area as measured by the post-test. In one area, as many as 47% rated their extent of kn owledge "very low" on the pre-test item: "Differences related to age of onset in effects of vision loss on cognitive and psycho-social development", while on the post-test there were only 2% in the category "very low". The category most often checked on the post-test, for every area, was "fairly high". Although there was a large increase in assessment of knowledge for every item, there was still a significant number of persons who, even after the workshop, indicated that their knowledge was "fairly low". However, in most cases, these were persons who had previously indicated "very low", and, therefore, this was certainly an improvement for them. On all items, the percentage of persons in the "very low" and "fairly low" categories combined was at least 12% on the post-test. The categories for which trainees showed the most knowledge on the post-test were those involving teachers. (Q.3G & 3H) High levels were reported by 87% and 85% respectively. The category which showed the least improvement was "how to deal with the potential problem of visually handicapped child's experiential deprivation," to which 36% still responded negatively on the post-test. (See Table 4 for item 3G)

In several areas of knowledge, there was a significant increase in the size of positive change ratings over the three years of the workshops. The percentage of persons who in-

Table 4. Changes between Pre-test and Post-test in Percentage distribution of School Psychologists' Responses to Q.3: "How would you assess the extent of your knowledge about (item G)-Teachers' Reactions to a child's visual handicap?", Years 1 - 3 combined and By Year (with Year 1 "Control")

Extent of Knowledge	Years 1 - 3 combined			By Year										
				Year 1						Year 2			Year 3		
				Experimental			Control							
	Pre %	Post %	Change %	Pre %	Post %	Ch. %	Pre-1 %	Pre-2 %	Ch. %	Pre %	Post %	Ch. %	Pre %	Post %	Ch. %
Very Low	16	*	-16	16	0	-16	24	24	0	17	1	-16	16	0	-16
Fairly Low	51	12	-39	49	12	-37	35	45	+10	50	14	-36	52	10	-42
Fairly High	29	64	+35	28	70	+42	39	29	-10	28	64	+36	30	62	+32
Very High	4	23	+19	7	19	+12	2	2	0	4	22	+18	3	28	+25
(Base N)		(202)			(43)			(51)			(88)			(71)	

* less than .5%

dicated their knowledge was "very high" increased noticeably from year 1 to year 2 and from year 2 to year 3 in the following categories: "Reactions to a child's visual handicap on the part of teachers" and "How to counsel parents, siblings or peers, and teachers about their reactions to a child's visual handicap".

This pattern suggests that the workshops improved over time as a result of incorporating suggestions from earlier workshops into planning for later ones.

D. Formal and Informal Assessment

Participants also showed enormous increases in their self-assessment of ability in doing formal and informal assessments for visually handicapped children.

Participants revealed low confidence in these areas on the pre-test, but after the workshops large positive differences emerged in self-assessments. (See Table 5)

The item showing the least improvement was clearly the ability to "predict future potential for a child with a visual handicap": even after the workshop, 48% of the participants reported themselves to be "very low" or "fairly low" in this area. The other two areas which showed a large number of people in the negative category was "planning compensatory measures" (40%), and "evaluating the role of a visual deficit in current level of function" (24%).

As with the previous question, several areas stood out as showing significantly greater improvement in the later workshops than in the earlier ones. Those areas were:

Table 5. Changes between Pre-test and Post-test in Percentage distribution of School Psychologist's Response to Q.4: "How would you rate your ability to do the following... (item C)-locate instruments developed for use with visually handicapped children?" Years 1-3 combined and by year (with Year 1 "Control").

Ability Rating	Years 1 - 3 combined			By Year: Year 1						Year 2			Year 3		
				Experimental			Control								
	Pre %	Post %	Change %	Pre %	Post %	Ch. %	Pre-1 %	Pre-2 %	Ch. %	Pre %	Post %	Ch. %	Pre %	Post %	Ch. %
Very Low	25	1	-24	25	2	-23	20	25	+5	26	1	-25	24	0	-24
Fairly Low	42	8	-34	32	20	-12	51	45	-6	45	3	-42	45	6	-39
Fairly High	27	60	+33	32	54	+22	24	24	0	23	63	+40	28	59	+31
Very High	6	32	+26	11	23	+12	6	6	0	5	33	+28	3	35	+33
(Base N)		(206)			(44)			(51)			(91)			(71)	

"selecting standard assessment instruments for use with visually handicapped children with different types of vision loss"; "adapting standard assessment instruments for use with visually handicapped children with different types of vision loss"; "locating instruments developed for use with visually handicapped children" and "determining whether or not to use a particular instrument developed for use with visually handicapped children".

F. Follow Up Activities

After the first year of workshops was completed, we realized it would be interesting to learn if participants had done any in-service training or other presentations after the workshop was over. We, therefore, added a question to this effect on the post-test. Forty-three percent of the persons in the second year, and 33% of persons in the third year had done an in-service training between the time the workshop had finished and they filled out the post-test (4-8 weeks); 45% of the persons in year 2, and 36% of the persons in year 3 had made a presentation other than an in-service training.

Considering these two types of follow-up activities jointly, we found that 31% of second year trainees had done both and 16% of third year trainees had done both. It is not clear at this point why the frequency of follow-up activities was lower after the third year workshops, especially in view of the seeming improvement in positive effects of later workshops on self-confidence. It is possible that the inter-

vening periods for responding to post-tests was a little shorter in the final year, but further analysis might reveal another explanation.

Summary and Conclusion

In summary, the results of standardized questionnaires given by mail several weeks before, and again several weeks after, workshops to train school psychologists for working with visually handicapped or blind children provided evidence that the workshops were effective. First, the data showed that respondents felt a lack at Time 1 in their knowledge and ability to work with visually handicapped children, as compared with other handicapped children (and especially as compared with nonhandicapped children). At Time 2, there were, in general, large increases in positive self-ratings on the same measures concerning work with visually handicapped children. Furthermore, the majority of those queried after Years 2 and 3 had carried out some type of presentation based on the materials they learned in their workshop.

There was also some evidence that the later workshops were more effective than earlier ones, indicating the impact of incorporating informal evaluation feedback during the course of the project.

APPENDIX I

AMERICAN FOUNDATION FOR THE BLIND, INC.

REGIONAL WORKSHOPS FOR SCHOOL PSYCHOLOGISTS

ON THE ASSESSMENT OF VISUALLY HANDICAPPED STUDENTS

University of Louisville
Room 151, Education Building

May 12-14, 1982

WORKSHOP LEADER

Joan B. Chase, Ed.D.
Associate Professor
Department of Psychiatry
CMDNJ - Rutgers Medical School
Piscataway, NJ 08854

AGENDA

Wednesday, May 12, 1982

Registration	8:30 - 9:00 a.m.
Introduction: Zofja S. Jastrzembska Project Coordinator	9:00 - 9:15 a.m.
Welcome: Edward P. Berla, Ph.D.	9:15 - 9:45 a.m.

SESSION I OVERVIEW

A. The School Psychologist . . . .

. . . . . and the school community
. . . . . and the handicapped child
. . . . . and the visually handicapped child

15 WEST 16TH STREET, NEW YORK, N.Y. 10011/TEL: (212) 620-2000/CABLE ADDRESS: FOUNDATION, NEW YORK

FIELD OFFICES
1660 L Street, N.W. Washington, D.C. 20036
100 Peachtree Street, Atlanta, Georgia 30303
760 Market Street, San Francisco, California 94102
1860 Lincoln Street, Denver, Colorado 80203
500 North Michigan Avenue, Chicago, Illinois 60611

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B. Functional practices of the school psychologist and . . .

. . . . the diagnostic role
. . . . the prescriptive role
. . . . the consultative role
. . . . the scientific role

C. The age of 94-142 and advocacy

Break Books and readings 10:30-11:00 a.m.

Session II Visual Disorders 11:00 - 1:00 p.m.

A. Eye conditions and diagnoses

B. Visual acuity and efficiency

Simulation Experience
Lenses and Aids

C. Neurology and multihandicaps

Films: "Not Without Sight"
"What Do You Do When You Meet a Blind Person?"

Lunch 1:00 - 2:00 p.m.

Session III Educational Impact of Visual Disorders 2:00 - 3:30 p.m.

A. Visually Impaired Children in the Schools

Historical Overview
Options
Film: "No Two Alike"

B. Support for Learning

Videotape: Susan Jay Spungin, Ed.D.
Service Provisions and Agencies

Break Kit review 3:30 - 4:00 p.m.

Session IV Developmental Overview 4:00 - 5:30 p.m.

A. Developmental issues . . . .

. . . . and total blindness
. . . . and partial vision

B. Specialized Needs

Thursday, May 13, 1982

SESSION V THE DIAGNOSTIC PROCESS

A. Basic Evaluation Issues 9:00 - 10:30 a.m.

B. Test Batteries . . . .

. . . . . Familiar assessment tools
. . . . . Specially designed tools
. . . . . Individualized selection and profiles

Break Assessment materials 10:30 - 11:00 a.m.

SESSION VI CASE PRESENTATIONS 11:00 - 1:00 p.m.

A. Use of familiar instruments
Videotapes: "David"
"Carrie"
"Darlene"

Discussion

Lunch 1:00 - 2:00 p.m.

SESSION VII SPECIALIZED TESTING 2:00 - 3:30 p.m.

A. The multihandicapped

Videotapes: "John"
"Richard"

B. Affective concerns
Personality tests
Perception and personality

Break Assessment materials 3:30 - 4:00 p.m.

SESSION VIII FINDINGS AND RECOMENDATIONS 4:00 - 5:30 p.m.

A. Constructing a battery around problems

Small group exercise
Discussion

B. Meeting with the team

IEP implications
Implementing findings

C. Meaningful recommendations for the visually handicapped

Friday, May 14, 1982

SESSION IX COUNSELING AND ADVOCATING 9:00 - 10:15 a.m.

A. Family issues

B. Pre-school issues

C. School-related counseling

D. Affective needs

E. Pre-vocational and vocational counseling

F. Life-planning issues

Break Relaxation! 10:15 - 10:30 a.m.

SESSION X THE MULTIHANDICAPPED 10:30 - 11:30 a.m.

A. Mental retardation and visual disorders

B. Deaf-blindness

C. Neurological disorders - Cerebral Palsy, Learning disabilities

D. Emotional disturbance and the visually impaired

SESSION XI REVIEW 11:30 - 12:30 p.m.

Discussion

Lunch 12:30 - 1:15 p.m.

SESSION XII OTHER NEEDS AND RESOURCES 1:15 - 2:30 p.m.

A. Total Education - The Bridge between Academia and Reality
Edward Ruch

B. The American Foundation for the Blind
Zofja S. Jastrzembska

APPENDIX II

AMERICAN FOUNDATION FOR THE BLIND, INC.

REGIONAL WORKSHOPS FOR SCHOOL PSYCHOLOGISTS ON THE ASSESSMENT OF VISUALLY HANDICAPPED STUDENTS

American Room, S.E.

Little America

Cheyenne, Wyoming

April 19 - 21, 1982

John L. Morse, Ed.D.
Workshop Leader

AGENDA

April 19, 1982-Monday

Registration	8:30 - 9:00 a.m.
Welcome and Introduction Zofja S. Jastrzembska Project Coordinator	9:00 - 9:15 a.m.
SESSION I. OVERVIEW	9:15 - 10:30 a.m.

A. Workshop Purpose and Scope

15 WEST 16TH STREET NEW YORK N.Y. 10011/TEL (212)620-2000/CABLE ADDRESS FOUNDATION, NEW YORK

FIELD OFFICES
1667 L Street N.W. Washington D.C. 20036
100 Peachtree Street Atlanta Georgia 30303
760 Market Street San Francisco California 94102
1660 Lincoln Street Denver Colorado 80203
500 North Michigan Avenue Chicago Illinois 60611

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B. Societal Reactions, an Historical Overview
Film: "What Do You Do When You See a Blind Person"?

C. Effect of Handicap upon Significant Others
(parents, sibs)

Break Books and Readings 10:30 - 11:00 a.m.

SESSION II VISUAL HANDICAPPING CONDITIONS 11:00 - 1:00 p.m.

A. Reception vs. Perception
B. Age of Onset, Visual Memory
C. Etiology and its Effects
Film: "Not Without Sight"
D. Simulation Experience

Lunch 1:00 - 2:00 p.m.

SESSION III DEVELOPMENTAL VARIATIONS 2:00 - 3:30 p.m.

A. Normal Growth and Development
B. Development of Body Image/Self-concept

Break Teaching Aids and Publications 3:30 - 4:00 p.m.

SESSION IV THE SCHOOLS AND PL 94-142 4:00 - 5:30 p.m.

A. Film: "No Two Alike"
B. Videotape: Susan Jay Spungin, Ed.D.
Special Education and the Visually Handicapped

April 20, 1982 - Tuesday

SESSION V BASIC EVALUATION 9:00 - 11:00 a.m.

A. Small Group Exercises
B. Disadvantages of Standard Instruments
with the Visually Handicapped/Advantages
of Visually Handicapped Assessment Procedures
with the non-visually Handicapped
C. Non-cognitive interfering factors
D. Breaking Standardization
E. The Problem of Reception/Perception/Expression:
Case Studies: "John" and "Greg"
F. Observation Considerations

Break Assessment Instruments 11:00 - 11:30 a.m.

SESSION VI USING STANDARD INSTRUMENTS 11:30 - 1:00 p.m.

A. Adaptations and Modifications
B. Video Tape Demonstration - David, Carrie, Darlene

Lunch 1:00 - 2:00 p.m.

SESSION VII ASSESSING THE MULTIHANDICAPPED 2:00 - 3:30 p.m.

A. Video Tape Demonstration - John, Richard
B. Sample Case Report

Break Assessment Instruments 3:30 - 4:00 p.m.

SESSION VII ASSESSING THE MULTIHANDICAPPED (cont.) 4:00 - 5:30 p.m.

C. Demonstration of Instruments developed for the Visually Handicapped
D. Sample Case Report

April 21, 1982 - Wednesday

SESSION VIII ASSESSMENT REVIEW 9:00 - 10:00 a.m.

A. Small Group Exercise

SESSION IX CONSULTATIONS WITH PARENTS/SERVICE PROVIDERS 10:00-11:00 am

A. Parents: Dissatisfied, not Difficult
B. Valid and Invalid Expectations

SESSION X THE NEED FOR A TOTAL ASSESSMENT 11:00 - 12:00 N

Lunch 12:00 - 1:00 p.m.

SESSION XI THE SCHOOL SYSTEM AND BEYOND 1:00 - 2:30 p.m.

A. Needs of the Visually Impaired Student Before Reaching Adult Life

H. Smith Shumway

B. Resources at AFB

Zofia S. Jastrzembska

ADJOURNMENT 2:30 p.m.

APPENDIX III

MATERIALS : PARTICIPANTS' KITS

1) Living with Blindness Irving R. Dickman, 1972 A Public Affairs Pamphlet

2) What Can We Do About Limited Vision Irving R. Dickman 1973 A Public Affairs Pamphlet

3) How Does a Blind Person Get Around? 1973, American Foundation for the Blind

✓ 4) Resources for the Visually Handicapped Prepared for School Psychologists Joan B. Chase, (includes bibliography)

✓ 5) AFB Catalog of Publications 1980-81 American Foundation for the Blind

6) This is AFB American Foundation for the Blind pamphlet

✓ 7) "An Analysis of Attitudes - Dynamics and Effects" Beatrice A. Wright, New Outlook for the Blind, March 1974 pp. 108-118

✓ 8) "Social and Psychological Aspects of Blindness: A Sampling of the Literature" Zofja S. Jastrzembska Research Bulletin 25 American Foundation for the Blind January 1973 pp. 169- 173

9) Handbook for Teachers of the Visually Handicapped G.D. Napier, D.L. Kappan, D.W. Tuttle, W.L. Schrotberger and A.L. Dennison, 1981 American Printing House for the Blind

10) Eye Report for Children with Visual Problems form provided by National Society for the Prevention of Blindness

✓ 11) "Development of Efficiency in Visual Functioning: Rationale for a Comprehensive Program" Natalie Barraga and Marcia E. Collins Journal of Visual Impairment and Blindness Volume 73, #4 April 1979

12) "The Child with Low Vision" Eleanor E. Fay, from Individualized Program Planning for the Visually Impaired and Multi-Handicapped Jeffrey Grotsky et al, 1977 Potential Publishing Company pp. 1-22

✓ included in Workshop Model kit

13) "Psychological Implications of Visual and Related Impairments" Joan B. Chase, from Individualized Program Planning for the Visually Impaired and Multi-Handicapped Jeffrey Grotsky et al, 1977 Potential Publishing Company pp. 91-104

14) The Visually Impaired Child: Growth, Learning Development, Infancy to School Age Carol Halliday 1971, American Printing House for the Blind

✓ 15) Concept Development for Visually Handicapped Children William T. Lydon and M. Loretta McGraw 1973, American Foundation for the Blind. Reprints of pp. 1-14, 62-8

✓ 16) "Cognitive Development, Assessment and the I.E.P". David H. Warren, DVH Newsletter Summer 1978

17) When You Have a Visually Handicapped Child in Your Classroom : Suggestions for Teachers Anne Lesley Corn and Iris Martinez, 1977 American Foundation for the Blind pamphlet

18) Sources of Materials for the Partially Sighted Instructional Materials Reference Center for Visually Handicapped Children American Printing House for the Blind

19) Mental Tests and Measurements American Printing House for the Blind

20) Distribution of Quota Registrations by School Grades and Reading Media American Printing House For the Blind

21) Catalog of Educational and Other Aids American Printing House for the Blind

22) Braille Alphabet and Numbers American Foundation for the Blind

23) Precollege Programs for Blind and Visually Handicapped Students Susan Jay Spungin Editor, 1975 American Foundation for the Blind

✓ 24) "Psychosocial Evaluation" Saul Freedman Reprinted from Precollege Programs for Blind and Visually Handicapped Students Susan Jay Spungin, (Editor) 1975 American Foundation for the Blind pp. 10-14

25) Public Law 94-142, 94th Congress, S6, November 29, 1975

✓ 26) Sample Case Reports for Small Group Activities: Carol, Ted, Bob and Alice by Joan B. Chase

✓ 27) "Introduction to Assessment and the Blind" Michael E. Monbeck and Mary Ellen Mulholland New Outlook for the Blind October 1975, pp.337-9

✓ 28) "Answering the Questions of the Psychologist Assessing the Visually Handicapped Child" John L. Morse New Outlook for the Blind October 1975, pp. 350-3

✓ 29) "Guided Vocational Choice" Mary K. Bauman New Outlook for the Blind October 1975, pp. 354-360

✓ 30) "Measures of Psychological, Vocational and Educational Functioning in the Blind and Visually Handicapped: Introductory Remarks" Geraldine Scholl and Ronald Schnur New Outlook for the Blind October 1975, pp. 365-370

✓ 31) " Psychological Tests Used with Blind and Visually Handicapped Persons" Mary K. Bauman and C.A. Kropf School Psychology Digest 1979 (1)

✓ 32) "Fifty Assessment Instruments Commonly Used with Blind and Partially Seeing Individuals" Rose-Marie Swallow Journal of Visual Impairment and Blindness February 1981

✓ 33) "Evaluation of Severely Visually Impaired Children" Joan B. Chase, 1971 unpublished paper

34) Assessment for Visually Handicapped Children and Youth Rose-Marie Swallow (with S.J. Spungin and J.B. Chase) AFB Practice Report, 1977

✓ 35) "Developmental Assessment of Handicapped Infants and Young Children: with Special Attention to the Visually Impaired" Joan B. Chase New Outlook for the Blind October 1975 pp. 341-349

✓ 36) "Psychoeducational Assessment of the Multiply Handicapped Blind Child: Issues and Methods" M. Beth Langley Education of the Visually Handicapped Winter 1978-9, pp. 97-115

✓ 37) "Assessment and Programming for Blind Children with Severely Handicapped Conditions" Rebecca DuBose et al Journal of Visual Impairment and Blindness February 1977 pp.49-53

✓ 38) "Temperament and the Rubella Child" Stella Chess and Pauline Fernandez - Reprinted from The Effects of Blindness and Other Impairments on Early Development Z.S. Jastrzembska, Editor, 1976 American Foundation for the Blind pp. 186-199

✓ 39) "Subtests of Evaluative Instruments Applicable for Use with Visually Handicapped Children" B.M. Bullard and Natalie Barraga, 1971, Instructional Materials Center, Springfield, IL Originally published in Education of the Visually Handicapped

✓ 40) A Sampling of Measures for Assessment of the Visually Handicapped Child Prepared by Joan B. Chase

Case Reports on Children Presented on Videotape

41) Psychological Evaluation "Carrie"

42) Psychological Evaluation "Darlene"

43) Psychological Evaluation "John"

44) Data Sheet "Richard"

45) Eye Report "David"

✓ 46) "The Development and Evaluation of a Tactile Analog to the Boehm Test of Basic Concepts, Form A" Hilda Caton Journal of Visual Impairment and Blindness , November 1977, pp. 382-6

✓ 47) "The Blind Learning Aptitude Test" T. Ernest Newland Journal of Visual Impairment and Blindness April 1979 pp. 134-9

✓ 48) "Differences Between Blind and Sighted Children on WISC Verbal Subtests" B.W.G.M. Smits and M.J.C. Mommers New Outlook for the Blind June 1976 pp. 240-6

49) Four-year Psychological Examination - Manual for the Graham-Ernhart Block Sort Test

50) "A Verbal Adaptation of the Draw-A-Person Technique for Use with Blind Subjects" J.B. Chase and I.N. Rapaport International Journal for the Education of the Blind December 1968 pp. 113-5

51) Maxfield-Buchholz Scale of Social Maturity for Use with Preschool Blind Children Record Blank American Foundation for the Blind

52) Perkins-Binet Tests of Intelligence for the Blind - Form N: For Subjects with Non-usable Vision Perkins School for the Blind-Howe Press

53) Perkins-Binet Tests of Intelligence for the Blind - Form U: For subjects with Usable Vision Perkins School for the Blind-Howe Press

✓ 54) "Assessing the Visually Impaired Child: A School Psychology View" J.L. Genshaft, N.L. Dare, P.L. O'Malley Journal of Visual Impairment and Blindness November 1980 pp. 344-50

Handouts prepared by Joan B. Chase

✓ 55) Interpretation of WISC and WAIS Subtests

✓ 56) Continuum of Neurological Impairments - from Denhoff and Robinault 1960

✓ 57) Issues Around Assessment of Handicapped Children

Handouts prepared by John L. Morse

✓ 58) Observations of Behavior

✓ 59) Disadvantages of Standard Instruments with the Visually Handicapped - Advantages of Visually Handicapped Oriented Assessment Procedures for Non-visually Handicapped Children

✓ 60) Summary of the Thirteen Principles from Krumboltz and Krumboltz

✓ 61) Parent Expectations of Service Providers

62) Service Provider Expectations of Parents

63) "Counseling Families of Severely Visually Handicapped Children" Helen E. Froyd New Outlook for the Blind June 1973 pp. 251-7

64) "The Implications of Career Education for Visually Handicapped Students" George E. Klinkhamer New Outlook for the Blind, May 1973 pp. 207-9, 215

APPENDIX IV

MATERIALS: EXHIBIT
Literature

1) ADAPTED CAREER EDUCATIONAL UNITS, Grades K-6, for use with Blind and Visually Handicapped Students, 1975 American Foundation for the Blind

2) THE BLIND IN SCHOOL AND SOCIETY - a psychological study. Thomas D. Cutsforth, 1951 American Foundation for the Blind

3) BLINDNESS AND EARY CHILDHOOD DEVELOPMENT David H. Warren, 1977, American Foundation for the Blind

4) BODY IMAGE OF BLIND CHILDREN Bryant J. Cratty and Theressa A. Sams, 1968 American Foundation for the Blind

5) COMMUNICATIVE AND COGNITIVE ABILITIES - Early Behavioral Assessment, Edited by Fred D. Minifie and Lyle L. Lloyd, 1978 University Park Press, Baltimore, MD

6) COMPETENCY BASED CURRICULUM FOR TEACHERS OF THE VISUALLY HANDICAPPED: A National Study Susan Jay Spungin, 1977 American Foundation for the Blind

7) CONCEPT DEVELOPMENT FOR VISUALLY HANDICAPPED CHILDREN William T. Lydon, M. Loretta McGraw, 1973 American Foundation for the Blind

8) THE DEMOGRAPHY OF BLINDNESS THROUGHOUT THE WORLD Hyman Goldstein, 1980 American Foundation for the Blind

9) DIRECTORY OF AGENCIES SERVING THE VISUALLY HANDICAPPED IN THE U.S. 21st Edition, 1981 American Foundation for the Blind

10) EDUCATION OF THE VISUALLY HANDICAPPED Volume VII #3, October 1975 Association for Education of the Visually Handicapped

11) THE EFFECTS OF BLINDNESS AND OTHER IMPAIRMENTS ON EARLY DEVELOPMENT Zofja S. Jastrzembska, Editor, 1976 American Foundation for the Blind

12) ESTIMATED STATISTICS ON BLINDNESS AND VISION PROBLMES 1966 National Society for the Prevention of Blindness

13) FUTURE ROLE OF RESIDENTIAL SCHOOLS FOR THE BLIND Susan Jay Spungin, Editor, 1979 American Foundation for the Blind

14) GUIDELINES AND MANUAL OF TESTS FOR EDUCATORS INTERESTED IN THE ASSESSMENT OF HANDICAPPED CHILDREN Gary Dean Yarnall and Glenn R. Carlton, 1979 International Research Institute

15) GUIDELINES FOR PUBLIC SCHOOL PROGRAMS SERVING VISUALLY HANDICAPPED CHILDREN Susan Jay Spungin, Editor, 1978 American Foundation for the Blind

16) GUIDE TO FILMS ABOUT BLINDNESS Joel Saltzman, Editor, 1978 American Foundation for the Blind

17) HANDBOOK FOR TEACHERS OF THE VISUALLY HANDICAPPED Napier, Kappan, Tuttle, Schrotberger and Dennison, 1974 American Printing House for the Blind

18) INCREASED VISUAL BEHAVIOR IN LOW VISION CHILDREN Natalie Barraga, 1964 Research Series #13 American Foundation for the Blind

19) INFORMAL ASSESSMENT OF DEVELOPMENTAL SKILLS FOR VISUALLY HANDICAPPED STUDENTS - Edited by Rose-Marie Swallow, Sally Mangold, Philip Mangold 1978 American Foundation for the Blind

20) LIVING WITH IMPAIRED VISION: An Introduction 1979 American Foundation for the Blind

21) MANUAL FOR A WORK-EXPERIENCE PROGRAM - Oak Hill School, 1970, conducted by the Connecticut Institute for the Blind *

22) MEASURES OF PSYCHOLOGICAL, VOCATIONAL AND EDUCATIONAL FUNCTIONING IN THE BLIND AND VISUALLY HANDICAPPED Geraldine Scholl and Ronald Schnur 1976 American Foundation for the Blind

23) MOVEMENT AND SPATIAL AWARENESS IN BLIND CHILDREN AND YOUTH Bryant S. Cratty, 1971 Charles C. Thomas, Springfield, IL

* This program no longer exists. Remaining copies of the Manual may be obtained from the Workshop Program Coordinator at the American Foundation for the Blind

24) NEW OUTLOOK FOR THE BLIND, May 1973 (Career Education) American Foundation for the Blind

25) NEW OUTLOOK FOR THE BLIND, May 1974 (Sex Education) American Foundation for the Blind

26) NEW OUTLOOK FOR THE BLIND, October 1975 (Assessment) American Foundation for the Blind

27) PRODUCTS FOR PEOPLE WITH VISION PROBLEMS 26th Edition 1980-81, American Foundation for the Blind

28) RECOMMENDED AIDS FOR THE PARTIALLY SIGHTED Louise L. Sloan, 1971 National Society for the Prevention of Blindness

29) SENSORY AIDS FOR EMPLOYMENT OF BLIND AND VISUALLY IMPAIRED PERSONS: A Resource Guide, 1978 American Foundation for the Blind

30) SEX EDUCATION AND FAMILY LIFE FOR VISUALLY HANDICAPPED CHILDREN AND YOUTH: A Resource Guide, 1975 American Foundation for the Blind

31) SEX EDUCATION FOR THE VISUALLY HANDICAPPED IN SCHOOLS AND AGENCIES - Selected papers, 1975 American Foundation for the Blind

32) TEACHING AIDS FOR BLIND AND VISUALLY LIMITED CHILDREN Barbara Dorward and Natalie Barraga 1968 American Foundation for the Blind

33) A TEACHER'S GUIDE TO LOW VISION AIDS - Low Vision Clinic, School of Optometry/The Medical Center, The University of Alabama in Birmingham.

34) VISUAL IMPAIRMENT IN CHILDREN AND ADOLESCENTS James E. Jan, Roger D. Freeman, Eileen F. Scott 1977 Grune and Stratton

35) VISUAL IMPAIRMENT IN THE SCHOOLS Randall K. Hardey and G. Allen Lawrence, 1977 Charles C. Thomas, Springfield, IL

36) THE VISUALLY HANDICAPPED CHILD IN SCHOOL Berthold Lowenfeld, Editor, 1973 John Day Company

37) WRITING INDIVIDUALIZED ASSESSMENT REPORTS IN SPECIAL EDUCATION: A Resource Manual, 1978 National Association of State Directors of Special Education

Tests

Anxiety Scale for the Blind American Foundation for the Blind
Blind Learning Aptitude Test University of Illinois Press
Braverman-Chevigny Auditory Projective Test American Foundation for the Blind
Haptic Intelligence Scale for Adult Blind Stoetling
Manual for the Stanford Multi Modality Imagery Test American Foundation for the Blind
Maxfield-Buchholz Social Maturity Scale for Blind Preschool Children American Foundation for the Blind
Perkins-Binet Test of Intelligence for the Blind Howe Press
Piagetian Battery of Reasoning Assessments: Adapted for the Visually Handicapped - Short Form A Project PAVE University of Texas at Dallas
Roughness Discrimination Test American Printing House for the Blind
Stanford-Ohwaki-Kohs Block Design Test for the Blind Western Psychological Services
Tactile Analog to the Boehm Test of Basic Concepts American Printing House for the Blind
Tactile Block Design Test J.B. Chase

Vision Tests

Flash-card Vision Test for Children Lighthouse/Low Vision Clinic, New York Association for the Blind
Near Vision Test Card Lighthouse/Low Vision Clinic New York Association for the Blind

Educational Materials

Sample Tape of Compressed Speech prepared by Dr. Emerson Foulke, University of Louisville

Thermoform Materials

Map of the Mediterranean
Map of the United States
Anatomical Drawing

APPENDIX V

WORKSHOPS FOR SCHOOL PSYCHOLOGISTS

ON WORKING WITH VISUALLY HANDICAPPED CHILDREN

This questionnaire has two purposes:

1) to help identify specific areas of knowledge where additional information would benefit you in assessing and counseling visually handicapped students, and

2) to help us make an objective study of the effectiveness of this Workshop in meeting needs for such information.

The results of this study will be reported back to you and will be used to make any necessary changes in planning future Workshops around the country.

Although short answer catagories are provided for most questions, we welcome any comments you write in to explain or modify your answer. Use the margins or the back page; please be sure to indicate the question number your comments refer to.

Please put your name on this top sheet, and then detach it. We have assigned a code number to each questionnaire. This maintains confidentiality of your answers, but also permits furure contact with you about this research. Be sure to return the top sheet along with the questionnaire. The top sheet will be kept separate from the questionnaire during all data processing.

Thank you for your contribution.

* *

Name_____

Questionnaire number _____

Return to : Zofja S. Jastrzembska
American Foundation for the Blind, Inc.
15 West 16 Street
New York, NY 10011

Number _____

PLEASE ANSWER ALL QUESTIONS, WHETHER OR NOT YOU HAVE EVER WORKED WITH VISUALLY HANDICAPPED CHILDREN, DRAWING ON YOUR GENERAL KNOWLEDGE AND EXPERIENCE.

1) During the current school year (answer in Column A), and in past years (answer in Column B), about how many children have you worked) with who are . . .

	Approximate number of students in (Indicate if none) A Current School Year	B Past School Years
a. Visually handicapped?	_____	_____
b. Physically and/or mentally handicapped but who are not visually handicapped? . .	_____	_____

FOR THE FOLLOWING QUESTIONS, PLEASE CIRCLE THE NUMBER THAT COMES CLOSEST TO DESCRIBING YOURSELF, EVEN IF YOU HAVE NEVER WORKED WITH VISUALLY HANDICAPPED CHILDREN.

2. How adequately do you feel you can handle each of the following situations . . .

Please respond in terms of three types of children - - first, those who are visually handicapped (answer in Column A); then those who have other physical or mental handicaps but not visual (answer in Column B), then those who have no physical or mental handicaps (answer in Column C).

	A Visually Handicapped		B Other Handicapped		C Not Handicapped	
	Very or quite adequately	Poorly or not at all	Very or quite adequately	Poorly or not at all	Very or quite adequately	Poorly or not at all
a. Carrying on informal communication with the child?	1	2	1	2	1	2
b. Making an overall assessment of the child, using both formal and informal assessment techniques? . . .	1	2	1	2	1	2
c. Providing feedback to the child's parents?	1	2	1	2	1	2
d. Communicating your assessment and consulting with teachers and school personnel? . . .	1	2	1	2	1	2

3. How would you assess the extent of your knowledge in each of the following areas? . .

Subject Area	The extent of my knowledge in this area is: Very Low	Fairly Low	Fairly High	Very High
a. The effects of different types of vision loss (e.g. total blindness, low vision, field defects) on cognitive and psychosocial development	1	2	3	4
b. Coping strategies available to child, parents and teachers to compensate for vision loss	1	2	3	4
c. Differences related to age of onset in effects of vision loss on cognitive and psychosocial development	1	2	3	4
d. The implications of different types of vision loss for planning a child's educational program. . . .	1	2	3	4
e. How to deal with the potential problem of a visually handicapped child's social isolation?	1	2	3	4
f. How to deal with the potential problem of a visually handicapped child's experiential deprivation?	1	2	3	4
g. Reactions to a child's visual handicap on the part of:				
Parents?	1	2	3	4
Siblings/and/or peers?	1	2	3	4
Teachers?	1	2	3	4

(Question 3 continued)

Subject Area	The extent of my knowledge in this area is:			
	Very Low	Fairly Low	Fairly High	Very High
h. How to counsel each of the following regarding reactions to the child's visual handicap:				
Parents?	1	2	3	4
Siblings and/or peers?	1	2	3	4
Teachers?	1	2	3	4
The child him/her self?	1	2	3	4

4. Next, considering the tasks of formal and informal assessment of visually handicapped children, how would you rate your ability to do each of the following? . . . . . .

	My present ability in this area is:			
	Very Low	Fairly Low	Fairly High	Very High
a. Select standard assessment instruments for use with visually handicapped children with different types of vision losss . . .	1	2	3	4
b. Adapt standard assessment instruments for use with visually handicapped children with different types of vision loss . . .	1	2	3	4
c. Locate instruments developed for use with visually handicapped children	1	2	3	4
d. Determine whether or not to use a particular instrument developed for use with visually handicapped children	1	2	3	4

(Question 4 continued)

	My present ability in this area is:			
	Very Low	Fairly Low	Fairly High	Very High
e. Administer formal tests to children with various types of vision loss	1	2	3	4
f. Make an informal assessment of a child with a visual handicap	1	2	3	4
g. Evaluate the role of visual deficit in current level of functioning revealed through assessment procedures.	1	2	3	4
h. Predict future potential for a child with a visual handicap.	1	2	3	4
i. Plan compensatory measures for a child with a visual handicap . . .	1	2	3	4

5. How familiar would you say you are with each of the following? . . . .

Please respond in terms of two types of children--first, those who are visually handicapped (answer in Column A); then those who are physically or mentally handicapped but not visually handicapped (answer in Column B)

	A For Visually Handicapped Children		B For other Handicapped Children	
	Slightly or not at all familiar	Quite or very familiar	Slightly or not at all familiar	Quite or very familiar
a. The role of resource personnel such as social workers, counselors, etc. in the development of an IEP?. .	1	2	1	2
b. The use of national agencies that specialize in services for persons with this disability?	1	2	1	2
c. The use of local agencies that specialize in services for persons with this disability?.	1	2	1	2
d. The use, for children with this disability, of other, non-specialized community resources?.	1	2	1	2

(Question 5 continued)

	A For Visually Handicapped Children		B For other Handicapped Children	
	Slightly or not at all familiar	Quite or very familiar	Slightly or not at all familiar	Quite or very familiar
e. Vocational or career possibilities, including training programs for children with this disability?	1	2	1	2
f. College-bound preparatory or remedial programs for children with this disability? .	1	2	1	2

Finally, a few background questions about your work as a school psychologist:

6. Considering all students you have worked with, whether handicapped or non-handicapped, has your role included the following? . . . .

	Does not apply to students I have worked with	Applies to students, but not part of my role	Applies to students and is part of my role
a. Early intervention (Infant)	1	2	3
b. Pre-school services . .	1	2	3
c. Referral to community agencies?	1	2	3
d. College preparation and/or counseling? . . .	1	2	3
e. Vocational or career planning?	1	2	3

7. Considering the past academic year, please estimate roughly the percentage of your school related time spent with all children, whether handicapped or non-handicapped, in the following activities (answer in Column A), and the percentage of your time that you would prefer to spend in each of the activities (answer in Column B).

	A Percentage of time in past year	B Preferred percentage of time
Diagnostic-Informal Assessment	_____%	_____%

(Question 7 continued)

	A Percentage of time in past year	B Preferred percentage of time
Diagnostic (continued)		
Standardized formal testing	_____%	_____%
Consultation-		
Case-related	_____%	_____%
School-wide	_____%	_____%
Primary Preventive . .	_____%	_____%
Treatment-		
Individual counseling .	_____%	_____%
Group counseling	_____%	_____%
Family counseling	_____%	_____%
Activities related to PI 94-142 (handicapped only)		
Formulation of IEPs . .	_____%	_____%
Case conferences . . .	_____%	_____%
Reports, minutes, etc. .	_____%	_____%
All other_____ (specify briefly)	_____%	_____%
Total School-related work activities . . .	100%	100%

8. Including yourself, about how many school psychologists are there in your local school district? . . . . . _____ No. of Psychologists

   About how many students are there in your local school district? . . . . . _____ No. of students

   What is the range of grade levels of students with whom you work? . . . . . _____ (lowest grade) to _____ (highest grade)

9. What are your main personal objectives for this Workshop?

THANK YOU FOR YOUR COOPERATION

Please use this space and the other side of the page to expand on your answers, if you wish, or to make any comments, including comments on this questionnaire.

Retest

APPENDIX VI

WORKSHOPS FOR SCHOOL PSYCHOLOGISTS

ON WORKING WITH VISUALLY HANDICAPPED CHILDREN

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* * * * * * * * * * * * * * * * * * * *

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New York, N.Y. 10011

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f. College-bound preparatory or remedial programs for children with this disability? .	1	2	1	2

6. As a result of this workshop have you

A. done any in-service training Yes No

B. made any other presentations Yes No

if yes, please specify:

THANK YOU FOR YOUR COOPERATION

Please use this space and the other side of the page to expand on your answers, if you wish, or to make any comments, including comments on this questionnaire.